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ABSTRACT

This monograph describes successful publicity practices in adult education that can be adapted to fit individual promotional plans for communication with the community. The introduction explains the importance of good public relations to an adult education program. In section 1, publicity and promotion, the various ways of publicizing information are discussed: word-of-mouth; speeches to clubs and organizations; brochures, pamphlets, and flyers (including the class schedule); newspapers; radio and television; personal letters and postcards; audiovisuals; slides; transparencies; and motion pictures. A list of do's and don't's for writing and distributing news releases is included in this section. In the second section the advantages and disadvantages of these types of publicity are presented. A section on the best use of each type follows. Section 4 presents examples of community resources used to publicize and promote adult education, such as the chamber of commerce, churches, and medical clinics. Finally, a list of innovative ideas used to publicize adult education are given as examples of unique publicity plans which can be adapted by others. (CT)

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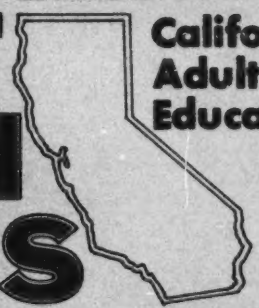
PUBLICIZING ADULT EDUCATION PROGRAMS



California Adult Education

A LEADERSHIP MONOGRAPH

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CALIFORNIA STATE DEPARTMENT OF EDUCATION
Wilson Riles, Superintendent of Public Instruction
Sacramento, 1978

CE 020 002

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See page 20 for additional information about Department of Education publications.

Preface

Adult education in California provides programs each year for approximately two million students. Only through the effective promotion of adult education programs could this success have been achieved. For, unlike the situation in the elementary and secondary schools, where attendance is mandatory for children of a certain age, attendance in adult schools is voluntary. Adult school attendance is dependent, therefore, on planned promotional efforts to inform the community of what courses are being offered.

Adult education courses are frequently offered because of popular request. The people themselves—the prospective students—request that their needs be met. Whether these students enroll in adult education courses and remain enrolled depends in large measure on how accurately adult educators perceive those needs, what courses they offer, and how well they publicize the program.

This monograph, entitled *Publicizing Adult Education Programs*, provides descriptions of successful practices in adult education that can be selected and adapted to fit individual promotional plans used in communicating with those in the community. To the author of the monograph, Sondra L. Jones of the Simi Valley Adult School, we express our gratitude for the work she has done. In conclusion, we ask that those working in adult education forward to us suggestions they may have for improving this document or for using it effectively.

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Introduction to the Monograph

Adult schools have public relations whether they choose to or not. People in the community are constantly interacting with the schools in their community. They listen, they see, they experience, and then they form opinions.

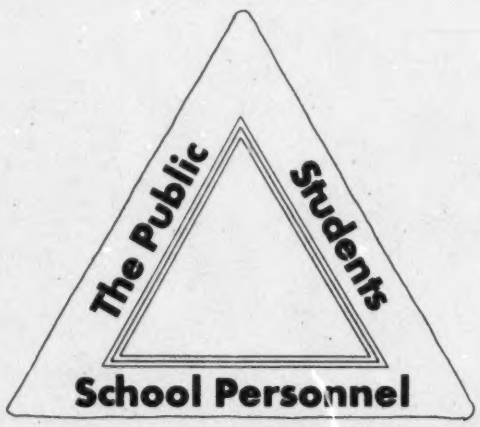
Education may be considered a partnership of students, the public, and all those on the education payroll: teachers, classified employees, administrators, and so on. The success of the community effort depends on the quality and quantity of their mutual communication. In this publication are discussed some of the methods that have been successful in developing and maintaining lines of communication among the many community segments that interact with adult education.

Several studies on how people get information about their schools have been conducted in recent years. Questions asked in the studies include: How do you learn about what is happening in your schools? Do you feel your schools are doing a good job of educating? What is your primary source of information about your schools?

The studies revealed that most people rely on information derived from those whom they know. People learn about the schools and judge them on what their children, other students, school secretaries, custodians, teachers, principals, and other school personnel say.

The public reasons that those involved in the schools every day have firsthand, reliable information. Because the public thinks school people should know what is going on in the schools, it is imperative that, at all levels, school people be kept informed. The publication of staff newsletters, inservice training, and an open-door policy are helpful in promoting good intraschool communications. In addition, regular administrative, faculty, and classified staff meetings also help maintain lines of communication.

Public relations involves two basic streams of information. One stream carries information from the school; the other stream brings information from the community back to the school. Both streams are needed if a school is to perform its job of educating the public it serves. This publication



deals primarily with the outflow of information, which can be termed publicity and promotion. In adult education it is absolutely essential that the public be informed of the educational opportunities available in their community. If adults are to be aware of the opportunities they have to train or retrain for a new career, to become more effective in their interpersonal relationships, to earn that long-forgotten high school diploma, to improve the quality of their lives, then an organized and well-executed publicity and promotion program must be put into effect.

Although the terms publicity and promotion are commonly used together and often interchangeably, the term *publicity* refers in this publication to information with news value issued as a means of gaining public attention or support. *Promotion* refers in this publication to actions that further growth and development. Publicity, then, is but one part of a total promotional program.

Publicity and Promotion in Adult Education

Information is commonly publicized through word of mouth; speeches; brochures, pamphlets, and flyers; newspapers; radio and television; personal letters and postcards; and audiovisual aids.

Word-of-Mouth Publicity

As mentioned previously, the most believable form of information is that received through personal contact. Enrollment in new classes gains most surely when enthusiastic students tell their friends and acquaintances about the classes.

Word-of-mouth publicity is generated through three basic interrelationships:

1. Students and nonstudents in the community
2. Nonstudents and school personnel (teachers, custodians, school secretaries, cafeteria workers, administrators, school advisory committee members, PTA leaders, and student leaders)
3. Nonstudents and former students

To make the most of the opportunities these interrelationships promise, the students, school personnel, and others involved in school affairs need to have accurate and complete information about the school.

For the first interrelationship to be successful in promoting a positive image, students need to be enthusiastic about what they find in adult education classrooms. They acquire this enthusiasm primarily from instructors who have a thorough knowledge of the subject and a sincere desire to share that knowledge with others. In addition, instructors must have a good knowledge of teaching techniques that are effective with adults. If effective teaching is not an established goal of the school, the development and maintenance of a good public relations program will be extremely difficult. One of the steps some adult schools use in striving for this goal is the organization of inservice workshops on promotional techniques that can be applied within or outside of the

classroom. Everyone needs stimulation periodically, and these workshops can renew enthusiasm and sharpen skills.

What most novice adult education instructors soon discover is that every time they are in the classroom, they are playing the dual roles of teacher and salesperson. They are constantly selling themselves and the program as they teach subject matter. These functions are necessary for adult education instructors because adult education students (1) are not a captive audience (unlike students in elementary and secondary education); (2) do not earn college credit; and (3) have many important responsibilities to their occupations and families.

As a result of these inescapable realities, it is difficult to build and maintain enrollment throughout a semester unless instructors make a concerted effort to sell the subject and themselves as facilitators for gaining skills or information relevant to the lives of individual students.

A few inservice training sessions in which different sales techniques are presented can help greatly in keeping enrollment stable throughout the semester. It is particularly important that, during the first class meeting of each semester, instructors discuss the value of the course; the benefits gained by former students and to be gained by students currently enrolled; and the means of applying what is learned to the solution of problems. The enthusiasm and knowledge of the subject that the instructors have will become evident as the instructors summarize the material to be learned during the course and point out specific things that have in the past made the course meaningful to students.

Unless the classroom is crowded, instructors should ask students to tell friends about the class and bring the friends with them to the next session. If the instructors have done a good job of promoting the course, the students should have the information and motivation they need to bring in more students during the following weeks.

Speeches to Clubs and Organizations

Instructors and administrators can also contribute to the word-of-mouth publicity for individual classes or the school as a whole by speaking before community clubs and organizations. Program chairpersons are usually receptive to new ideas for programs and would welcome a letter listing speakers and their topics. This personal contact with prospective students is an effective means of reaching a new part of the public. It is effective

because people are more likely to believe and remember what they hear firsthand. Principals may wish to encourage members of their administrative staffs to speak to groups on school issues or programs and to participate in various civic organizations. This participation gives educators opportunities to promote their schools.

It is usually desirable to have an audiovisual presentation for speaking engagements. If people see what other students have made or achieved in adult education classes, they will be more inclined to perceive how the class may benefit them personally or how others might gain from the class. More information on audiovisual aids is presented elsewhere in this publication.

Brochures, Pamphlets, and Flyers

Brochures and pamphlets are publications containing general information on a class or program.

They are more elaborately designed and printed than are flyers, and they usually do not contain dates, times, and class locations. They should, however, contain a telephone number to call for current information on dates, times, and class locations.

A flyer is a single unfolded sheet of paper, usually 8½"x11", containing information. In most cases flyers are printed on inexpensive paper by the use of a photocopier, mimeograph, offset press, or similar printing process. The flyers may include specific times, dates, and locations of classes. A flyer may also be one-half or one-quarter the normal page size to take up less space on a counter top or display rack. Bookmarks printed with basic information on classes are also useful when placed on a counter top for distribution.

Schedule of Classes

The most important brochure produced in an adult school is the class schedule. The information must be accurate and readable and must be presented in a format suitable for regular use by the staff and public. In selecting the size, type of paper, ink color, type size, format (booklet or foldout, glued or stitched), those working with the schedule should remember that, ideally, the schedule should remain in the homes of prospective students for a lengthy period of time. Some items to be considered, therefore, are the following:

1. Is the schedule easily identified as that for your adult school?
2. Is it printed in a size that is likely to be kept in the home for several months?
3. Is it printed in a format convenient for regular use?
4. Is the type large enough to be easily read, even by those with impaired eyesight?
5. Is the pertinent information on classes listed in logical order and in easily understandable language?
6. Is all the pertinent information included: Time? Date? Location? Registration and laboratory fees? Registration procedures?
7. Are new classes highlighted in some way?

What goes into the schedule should be a compilation of information derived from the entire staff. From the office staff should come information on what questions are most frequently asked about the schedule. This information should be included prominently so that the public will not have to call the school.

From the counseling staff should come information for students who need child care assistance, financial aid, information on requirements for a high school diploma, and information on counseling hours and services. From the administrative staff comes the heart of the schedule, the course listings, unless the school is fortunate enough to have a curriculum director to handle new class developments.

For an educational entity to provide vital services to the public, it needs to be constantly changing in response to the changing needs and interests of the community. For this reason it is very important that the staff *knows the community*. A very successful class in one community may be a complete failure in another.

If yours is a community with a large number of affluent people, your classes will need to reflect the needs and interests of that group. If particular ethnic groups reside in the community, classes should be offered in the areas that serve the needs of that group. Although it is more efficient, fiscally speaking, to hold classes in a central location or in two or three primary locations, it may be better to hold classes near the segment of the population you are trying to reach. Other considerations, such as the safety and comfort of students and the availability of telephone and custodial assistance, should be considered in selecting a location to ensure that the best interests of the students are served.

Development of Brochures, Pamphlets, and Flyers

The value of printed information in the form of brochures, pamphlets, and flyers is difficult to pinpoint. One thing is certain, however; unless they are distributed in appropriate places, they serve no useful purpose. As a distribution plan is made for each publication, the type of class and the most likely places to find prospective students should be considered.

Once it is known where a publication will be distributed, the design can be worked on. An essential ingredient of both flyers and brochures is the selection and use of art and type faces. Unless you have access to a gifted artist or cartoonist who can provide original art, several art services are available:

Clipper Creative Art Service, Peoria, IL 61614
Encyclopedia of Clip Art, Valdes Associates, Inc., Westbury, NY 11590
Harry Volk Art Studio, P.O. Box 4098, Rockford, IL 61110

These services are available by subscription for a fee. They provide line art appropriate for offset or mimeograph reproduction.

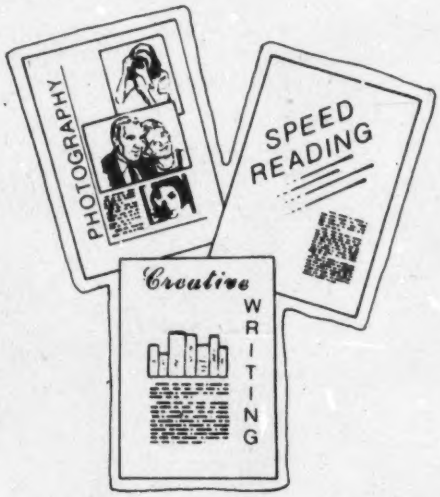
If your school cannot afford such services, you may wish to contact your local newspaper's advertising department to request that discarded advertising service booklets be given to you. You might also consider subscribing to one of the advertising services for a year or two to build your art files. The largest newspaper art services are the following:[1]

Ad Builder, P.O. Box 806, Peoria, IL 61652
Advertising Dynamics (a modern art service, division of Metro), 80 Madison Ave., New York, NY 10016
Metro Newspaper Services, 80 Madison Ave., New York, NY 10016
Stamps-Conhaim, Chatsworth, CA 91311

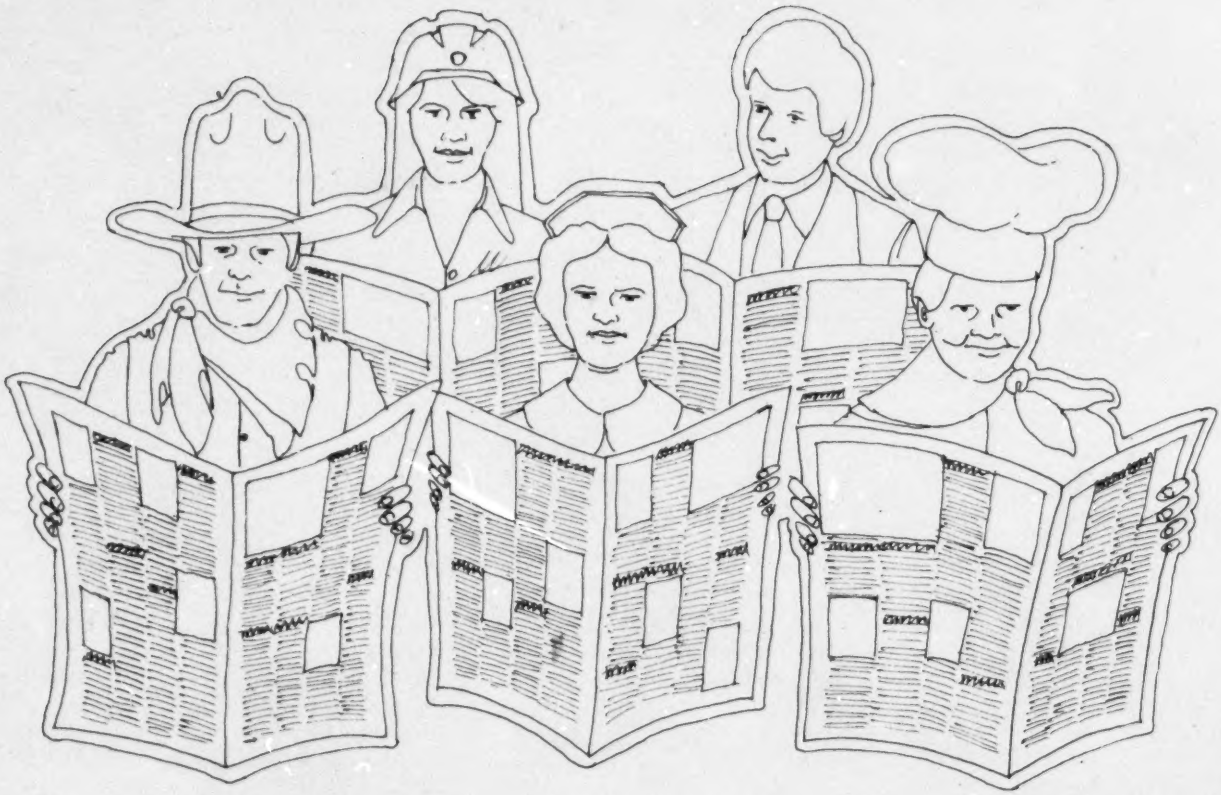
Art may also be obtained by using clippings from newspapers, magazines, coloring books, journals, and textbooks. (However, it may be necessary to obtain permission to use copyrighted material.) The best sources are talented art students or instructors willing to donate their services.

In the selection of type faces for flyers or brochures, the size of the publication, the subject matter, and the nature of the public to be reached should all be considered. Normally, the most important facts should be in the largest type, whether they are the name of the class, a question, or a statement generating interest.

It is important in the placement of the art and typography on the layout that they lead the eye through a pleasing pattern to the end of the brochure or the bottom of the page. Typography need not always be in a horizontal format, although it is the most easily read. (You don't want to make the layout so unusual that it is difficult to read.) Some of the type may be placed in various attitudes.



[1]Much of the artwork offered by these art services is inappropriate for educational purposes and may not, therefore, be a good investment. The Harry Volk Art Studio, the Encyclopedia of Clip Art, and the Clipper Creative Art Service provide material more suitable for education.



In the design of brochures and flyers, nothing can take the place of creative ingenuity. A few suggestions that may help the person working for the first time in adult education are as follows:

1. Contact the instructor of the class and obtain all needed information:
   a. Subject matter of the class (What will be taught?)
   b. Time; date; place; registration and laboratory fees; registration procedures
   c. Best selling feature of the class
   d. Secondary selling features
   e. Other relevant information
   f. Artwork that depicts what is taught in class
   g. Location where students are likely to be found
   h. Places where publication should be distributed
2. Obtain artwork.
3. Select the format: flyer, brochure, bookmark, half-page flyer, and so on.
4. Select the type style to be used. (Each type font has individual character that should be compatible with the subject of the brochure.)
5. Place the art in areas that lead the reader's eye into the written copy.
6. Make the title of the class (or the main subject) a prominent feature of the layout.
7. Let the copy and art draw the reader's eye into the brochure and through the details of the flyer.
8. Make sure that the school's name, address, and phone number appear prominently at least once.
9. Use larger type for headlines and points to be emphasized.
10. Use border tapes or ruler-drawn borders to give a brochure a professional look and to aid in guiding the reader's eye.

Newspaper Publicity

The newspaper is the medium probably used the most to distribute information. Its impact is limited, however, and should not be the only medium used to promote adult education. Not everyone in the community subscribes to newspapers. Of those who do subscribe, not everyone reads the newspaper in its entirety every day. However, every newspaper delivered to a home is read by an average of two people.

Newspaper publicity is an important part of a promotional program because those in positions of power and influence read newspapers. These persons will likely be looking for their own names or the names of business concerns and will come to identify the adult school as a going concern. As they see frequent photographs and articles concerning the school, they will come to associate the school with elements of the community that are vital and progressive.

It is important that promotional efforts in adult education include the regular release of features and news items to the local newspapers. It is not enough, however, simply to produce news releases. First of all, the newspapers that serve your immediate area should be studied carefully for style of writing. The less work an editor must do on the material submitted, the better the chance for publication. Look for feature articles contained in the newspaper. Analyze the contents. Talk with the editor about what the editor considers to be news and write the releases to meet the criteria.

A professor at California State University, Northridge, defines *news* as "drama." Although this definition is limited, it has some validity. Each day, newspaper editors receive a great number of news releases on the activities of all types of organizations. They go through a stack of releases as if dealing cards, placing the rejected items in one pile and the retained items in another pile. The editor uses those that command immediate attention. That is, suspense or something new or something different captures the imagination or provokes a grin and makes the reader continue. A touch of the dramatic may be needed to get your articles into print. If information on your adult education activities is to be published, it must conform to good journalistic style and be original and creative.

DON'TS

A list of *don'ts* is interjected here as a reminder that certain actions should be avoided in the writing and handling of news releases:

Don't distribute carbon copies of news releases.

Don't mimeograph news releases unless you are sure that your machine will turn out copies as legible as the original typing.

Don't use onionskin for releases.

Don't ask the editor to send tear sheets if the material is used.

Don't use highly technical language unless your news release goes only to technical publications.

Don't try to crowd material into a single news release. If several subjects are involved, send separate releases. If you are going to include brief descriptions of several classes in the same release, separate each with a brief heading or course title centered and typed in capital letters. If the editor does not wish to use this style, the headings may be easily deleted. The benefit to the editor is that a summary of the contents of the news release is immediately available.

Don't give the editor a release date far in the future and expect the editor to hold the material until that date.

Don't expect the editor to use your releases just because you are an advertiser or a potential advertiser. Nothing will alienate an editor more quickly than this kind of pressure.

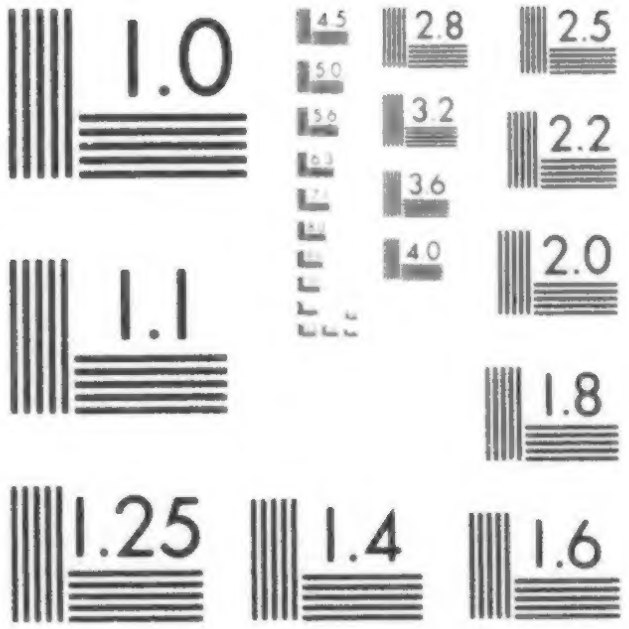
Don't telephone or write the editor to find out if the editor is going to use a news release you sent.

Don't expect the editor to use your news release just as you send it.

Don't expect the editor to be able to recall or even receive every release submitted to the publication.

Don't invite inquiries for more information unless you are prepared to provide the information promptly.

Don't accuse an editor of being unfair or negligent if your news release is not used. Don't tell the



MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

editor that "less important" items about other schools have been used.

Don't tell the editor that the readers of the publication will be interested in a particular story. No one knows better than the editor what the reader wants.

Don't send additional copies of a news release because the editor didn't use the first one. If the item is important, rewrite and resubmit the release.

Don't ask to check galley proofs or page proofs.

Don't call the editor to complain about how a news release was handled or how it was placed in a publication.

DO'S

Some of the *do's* in the writing and handling of news releases are the following:

Do mark your news release with the date of issue and the release date.

Do use standard 8½"x11" sheets for your releases. Smaller or larger sizes present problems for the editor. Use only one size of paper.

Do double-space your releases, leaving three inches at the top of the first page for the editor's use and margins on each side wide enough for editing.

Do give a source for additional information (name, address, telephone number) and make sure that your source has been given all the details if someone calls for additional information.

Do make certain that your news release is news and is not just a repetition of something sent to the editor previously.

Do get the facts in your news release correct the first time. If it is necessary to send a correction, send an entire news release, with any changes clearly indicated.

Do avoid superlatives. If they are warranted, the editor will add them.

Do keep your news releases to the minimum length necessary to present facts of interest to the editor.

Do keep your news release mailing list up-to-date. You can't make a good impression on an editor when your news releases are addressed to a predecessor.

Do send a sample copy of material mentioned or described in a news release.

Do know the editorial deadlines for the local newspapers.

Do keep in mind the deadlines for weekly and monthly newspapers and see that they receive news releases early enough to compete with the daily newspapers.

Do let editors know in advance if a news release will not reach them until a deadline is reached.

Do give background information when necessary to amplify news releases.

Do check your news release copy against what appears in the press. This comparison will provide a guide to the acceptability of your material and to the judgment of the editor as to what constitutes news.

Do send your news releases to the editor, not to the advertising director or publisher.

Do follow accepted news style in all releases. Remember to include who, what, when, where, why, and how.

Do remember that it is an editor's prerogative to arrive at a different evaluation or interpretation of news.

Do remember that just one attempt to deceive an editor will make the editor skeptical of your news releases for a long time.

Do identify completely everyone mentioned in news releases.

Do avoid dating news releases ("Today, John Doe announced . . . " or "Last week, students in the . . . ") sent to monthly publications.

Do be prepared to give prompt attention to requests for additional information.

Do write the best possible news release. If you want publicity, you will have to earn it with your best writing effort.

Do include information on registration procedures and other information frequently asked of the telephone receptionist.

Rudolf Flesch, experienced in analyzing the readability of written material, developed a scale for measuring reading difficulty. (See *The Art of Plain Talk.* New York: The Macmillan Company, Collier Books, 1962.) The scale is based on three premises:

1. The more words there are in a sentence, the harder it is to read and understand the sentence.
2. The more parts there are in a word, the harder it is to read and understand the word.
3. The more personal references there are in a passage, the easier it is to read and understand the passage.

If you keep these premises in mind, you will be well on your way to writing more readable press releases, letters, and promotion pieces. You can also check your copy against Dr. Flesch's scale. On a reading-level scale used in preparing materials for

the average reader, Dr. Flesch allowed 150 syllables per 100 words and about six personal references per 100 words.[2]

Radio and Television Publicity

With the passage of the Radio Act of 1927, Congress authorized the appointment of a five-member commission to regulate forms of radio communication. The Act established that the airwaves were to remain public and that licenses would be granted to private parties to broadcast in the public interest.

House and Senate committees received extensive testimony from leaders in industry, government, and education as well as broadcast entrepreneurs and passed the Communications Act of 1934. It established the Federal Communications Commission (FCC), to be composed of seven persons selected by the President with the advice and consent of the Senate. The commission was given authority to regulate interstate and foreign communications conducted with either wire or radio waves and established that a broadcaster does not gain the ownership rights of a frequency when a license is granted.

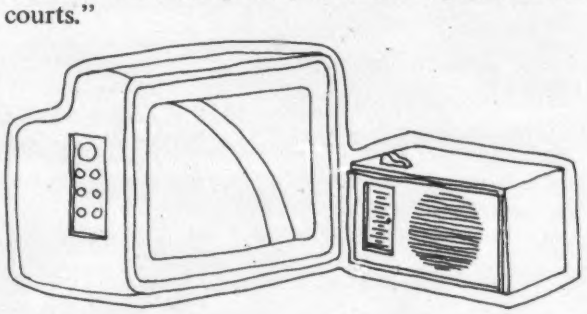
The application for the licensing of broadcast stations, states author Walter Emery, calls for "information regarding the applicant's policy with respect to making time available for the discussion of public issues . . . and the number of public service announcements to be broadcast during a typical week. . . ."[3]

Because the air waves are to be used in the "public interest, convenience, and necessity," radio and television stations, as a prerequisite to licensing, must allot time to broadcasting in the public interest. To meet this requirement, both radio and television have developed several forms of public service programming, usually in the form of programs ranging from five minutes to one hour in length. In addition, most stations have spot public service announcements available at no cost to nonprofit organizations on a first-come, nondiscriminatory basis. The announcements usually last from ten seconds to one minute.

From its establishment, Emery states, the Federal Communications Commission has:

> . . . looked with favor upon the broadcasting of educational and religious programs and has many times made pronouncements that such programming serves the public interest. There have been many times during the past 25 years that the commission has withheld action on renewal applications and placed stations on temporary licenses because they had devoted little or no time to these types of programs. And it was only after securing assurance from these stations that some such programs would be carried that the commission renewed their licenses on a regular basis. . . .[4]
>
> The commission has not established any hard-and-fast formula applicable to every station and community. It has stressed the importance of providing a balanced program service—balanced in the sense that a reasonable effort is made to serve the religious, educational, cultural, and economic needs of the community and to afford reasonable access to the microphone or camera for the expression of different points of view on important public issues.
>
> If the renewal application and the complaints filed against the station during the license period indicate that the station's overall performance has fallen below these standards and that the licensee has made little effort to ascertain community needs and interests and attempt to serve them, then questions may be raised requiring further study before action is taken on the application. The practice of the commission in such cases has been to place the stations on temporary licenses and, through informal correspondence and investigation, [to] elicit additional information and ascertain more fully the plans of license for future operations.[5]

On February 14, 1962, the FCC "asserted jurisdiction over the common-carrier microwave facilities serving CATV [community antenna television] systems and beyond this concluded that in the 'public interest' the FCC had jurisdiction over the regulatory uses of cable programming. This decision was subsequently sustained by the federal courts."[6]



The December, 1976, issue of *Administrators Swap Shop*, a publication of the National Association for Public Continuing and Adult Education, devoted an issue to public relations. In it were

[2] "How Good a PR Man Are You?" *Administrators Swap Shop*, Vol. 17, No. 3 (December, 1976), [3]. Used with permission.

[3] Walter B. Emery, *Broadcasting and Government: Responsibilities and Regulations* (Revised edition). East Lansing: Michigan State University Press, 1971, p. 260. Used with permission.

[4] *Ibid.*, p. 324.

[5] *Ibid.*, p. 336.

[6] *Ibid.*, p. 199.

made the following observations on obtaining free television time:

> Getting television time is not hard to do if you know how to go about it. First off, don't feel that television people are too busy to see you. They are busy, but they'll make time to talk to anyone who will take the trouble to make an appointment. First, call the station and ask for the name of the person responsible for public service programming. Then write him or her a short, concise letter stating your name and position, some background information on your adult program, and some of the adult education activities underway at the time. Explain why you feel television can help and how. Explain that you will telephone in a week for an appointment to discuss your ideas for public service programming. Enclose a brochure describing your program and a course catalogue.
>
> *How to handle that first interview:*
> Remember that radio and TV gobble up news at a rapid rate, especially for daytime shows; so you may find a readier ear here than you would in a newspaper office.
>
> Begin your talk with the public service director on the lines of "We'd like your help." This is better than asking for something specific, such as a program. Your primary goal in this first meeting is to convince [the director] that the adult education program is a good one, performing an important public service, and that [the director] will be helping the community by helping you.
>
> Before the meeting ends, find out specifics: what the station will do for you and what you, in turn, will be expected to do. For example, if the station says it can use some spot announcements, find out if you are to write them or supply a fact sheet. If you are to write them, how long should they be? If more is expected than you can deliver, admit it. After this first meeting write a letter to the public service director, summarizing any agreements that may have been made. This helps prevent any misunderstandings and any consequent mistakes.

If you do plan to write a public service announcement, a news release for radio or television, or a program, the following principles will help:

> Keep it short. If it is to be used on a five-minute news program, the chances are that the newscaster won't use more than ten lines; on a 15-minute newscast, 20 lines is about all you can hope for.
>
> Keep your sentences brief. The lead sentence particularly should not be more than 20 words long.
>
> Copy should be triple-spaced. Use an average of ten words to the line and in the upper right hand corner specify how many lines are in your release. Never divide words or hyphenate phrases at the end of a line; and if your release is more than one page long, the first page should end with a complete paragraph.[8]

If you are writing a public service announcement, find out whether the station uses the number of words or the number of syllables to determine the length of the announcement. Most stations will have some type of printed handout which describes the writing style, format, deadlines, and timing guidelines required for public service announcements and visuals to accompany them. The requirements should be complied with to the letter.

As with news releases to the print media, it is best to deliver the public service announcement by hand to the radio or television station. To do so is to ensure that the announcement reaches the person who is responsible for public service programming and gives one an opportunity to develop a personal relationship with station personnel.

If an important event is coming up and you wish to get as much publicity as possible, prepare a series of public service announcements and submit them to the radio and television stations at intervals of a week or two.

If your first letter to a television station gets a negative response or no response at all, write again. If a second letter fails to get results, write a letter to the station's general manager, asking for a statement of the station's policy on public service material submitted to them. Most stations exceed the public service time requirements of the Federal Communications Commission and resent accusations that they have to be forced to serve their communities.[9]

If all these efforts fail to gain you an appointment for the time you are seeking, stop your efforts with that station for a time. "A change in personnel or station policy later on—or a new development in your own program activities—may give you a chance for a second try with better results."[10]

Personal Letters and Postcards

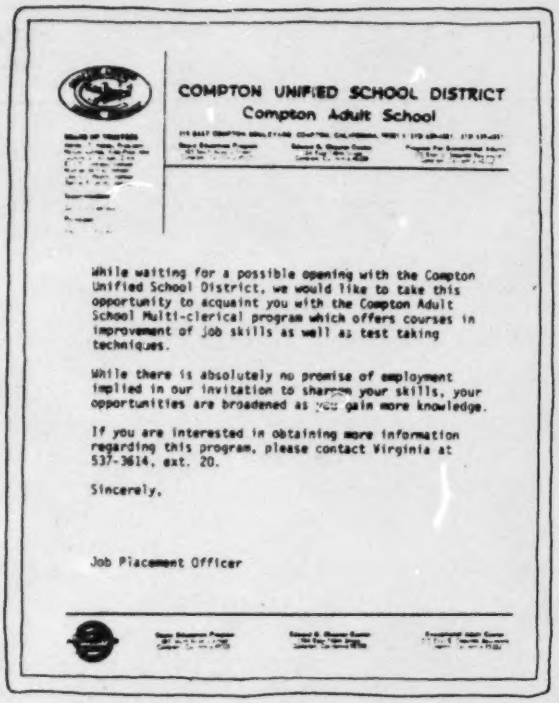
Personal letters or postcards can have a significant impact on promotional efforts. A well-conceived letter to school district job applicants may bring in many students not otherwise reached. Although most school districts will not release the names and addresses of job applicants, the letter and a brochure describing available training pro-

[7] "How Good a PR Man Are You?" *Administrators Swap Shop*, Vol. 17, No. 3 (December, 1976), [2–3].

[8] *Ibid.*, [4].

[9] *Ibid.*, [3].

[10] *Ibid.*, [3].



COMPTON UNIFIED SCHOOL DISTRICT
Compton Adult School

While waiting for a possible opening with the Compton Unified School District, we would like to take this opportunity to acquaint you with the Compton Adult School Multi-clerical program which offers courses in improvement of job skills as well as test taking techniques.

While there is absolutely no promise of employment implied in our invitation to sharpen your skills, your opportunities are broadened as you gain more knowledge.

If you are interested in obtaining more information regarding this program, please contact Virginia at 537-3614, ext. 20.

Sincerely,

Job Placement Officer

grams may be given to the applicant by the classified personnel department.

A letter composed by the Public Information Officer in the Compton Unified School District can be modified to meet each school's individual needs. It can be given to instructional aides, custodial engineers, account clerks, payroll clerks, purchasing clerks, personnel clerks, general clerks, secretaries, and transcribers when they apply for employment.

Letters or postcards may also be sent by instructors to students not attending classes regularly. The public relations coordinator may wish to draft a letter or postcard message and run off copies to be given to teachers as a guide or for sending to students. If the teachers send the form letter, they should add a short note in their own handwriting for a personal touch. Most schools have enough funds in their mailing budget so that the letters and postcards can be mailed from the school at no cost to the teachers. One adult school had 5"x7" cards printed with the words "We've Missed You" in large script handwriting and the name of the school at the bottom. Space was left for a short message from the teacher.

Audiovisual Aids

Types of audiovisual aids include slides, transparencies, and motion pictures.

Slides

Slides are probably the easiest to make and most versatile to use form of audiovisual aid. They can be made for a relatively low cost, are easy to arrange, and can be reproduced in color.

Several types of slide projectors allow for a recording to be coordinated with each side. Both the audio and video portions can be controlled automatically; perfect synchronization should occur as the silent impulses from the recording trigger the slide changes. A prospective buyer of

this kind of equipment should examine several brands because of the wide range of capabilities and prices.

Transparencies

Transparencies are another audiovisual aid that can be effective in promoting various types of programs or in making presentations to the board of education, advisory committees, or other groups. Transparencies can be made in just four seconds from an original that has a carbon ink print source. Color may be added for eye appeal and emphasis by applying self-adhesive color film available in any art supply store.

Lightweight cardboard frames are also available for mounting the transparencies, which are available in a variety of colors, including red, blue, green, yellow, and black. Check your district's warehouse catalog to see if the frames are normal stock items. They will cost less if ordered through the warehouse.

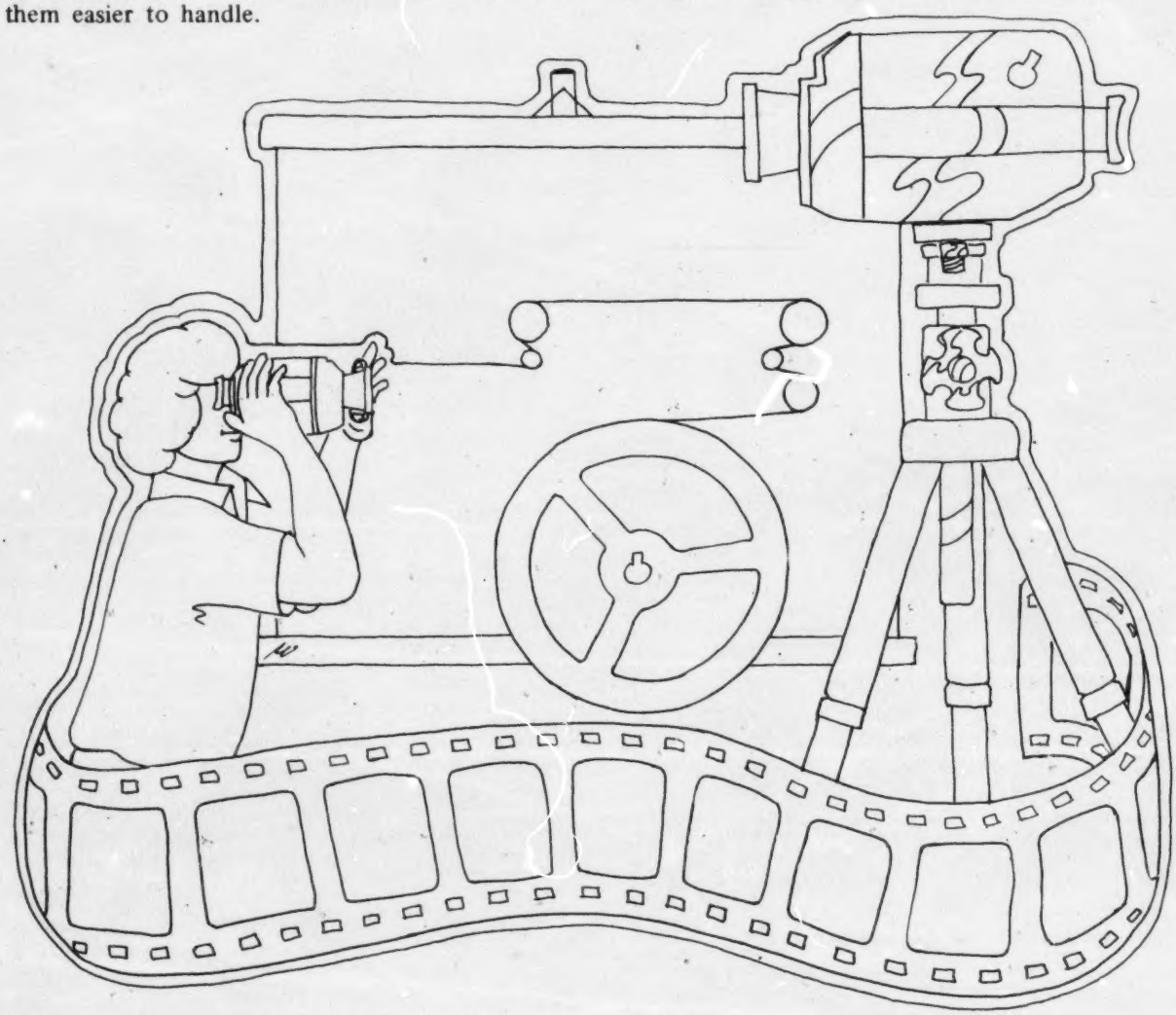
Motion Pictures

Another audiovisual aid that can make a dynamic impression on an audience is a color film of classroom scenes. Although the cost of the equipment, film, and processing is considerably higher

than the cost for a slide presentation, it is an effective means of involving the audience and projecting a vital image.

Super 8, 8mm, or 16mm cameras are needed as well as a projector. Super 8 film is available with a dual sound track on the film. Some Super 8 movie projectors are able to record sound-on-sound so that a musical sound track may be placed on the tape and the narration recorded over the music. A large number of companies manufacture movie cameras and projectors. In addition, 16mm film is also available with dual sound tracks. The reduced size and weight of modern 16mm cameras make them easier to handle.

The purpose of a film is to record the action of the actors (students and teachers in our case). Use a tripod to hold the camera; position the camera in the desired position; adjust for lighting; and shoot. Holding the camera with the hands and frequent panning (rotating the camera to keep an object in the picture or to secure a panoramic effect) will make the film look amateurish. Another sure sign of an amateur filmmaker is frequent and hasty zooming in and out on the subject. Once you've zoomed in, make sure you stay on the subject long enough to allow your audience to watch what is going on before you go on to another scene.



Advantages and Disadvantages of Different Types of Publicity

Brochures, pamphlets, flyers, newspapers, and radio and television have both advantages and disadvantages in publicizing adult education programs.

Use of Brochures, Pamphlets, and Flyers

The primary advantage that brochures and flyers provide is that they give people something they can hold, read, and take with them to remind them of the particulars of a class: course content, date, time, prerequisites, laboratory fee, and so on. Well-designed, well-printed brochures, pamphlets, and flyers project an image that will help in obtaining facilities or recruiting students.

If the brochures, pamphlets, or flyers are not distributed, however, they perform none of the functions for which they were designed. A distribution plan should be worked out with the program coordinator or instructor to include those places where students are most likely to be found: high schools, banks, real estate offices, churches, preschools, libraries, nursery schools, elementary and secondary schools, fabric and yarn stores, businesses specializing in hobbies and craft. (One adult school sends a packet of flyers home with every elementary school child in the district at the beginning of each semester.)

When flyers or brochures need to be delivered by hand, the instructors usually take this responsibility. It gives them the opportunity to meet personally the proprietors of the businesses and to develop contacts that they may need in the future. If printed information is to be distributed through the mail, the adult school in most instances assumes the cost of postage.

One energetic new teacher obtained the names and addresses of the residents in an entire tract of suburban homes (more than 700 in all). She typed the addresses on envelopes provided by the school, had a business card printed at her own expense, and attached the card to the mimeographed letter explaining her new class and extending an invitation to join the class. The letter was drafted by the instructor and typed and mimeographed by the school's office staff. The instructor stuffed the envelopes and sorted them for bulk mailing. This effort was quite impressive for an instructor who would teach one three-hour class.

Photography instructors in a large California adult school developed a very successful distribution plan for brochures. The instructors determined that, if they were to obtain a better facility for their classes, they would first have to increase their enrollment. They decided to develop a brochure that would describe course content, methods of instruction, times and places, and so on. Further, the brochure would explain the attitudes of the instructional staff relative to photography and would show examples of student work. The three instructors produced 2,000 copies of the 24-page 5½"x8½" black and white brochure, which was printed on an offset press.

Next, they reproduced in their photography classes enough 11"x14" photographs to supply every photographic supply store in the area with a copy. The photos were mounted on mason board provided by another adult education class. Clear plastic (obtained as scrap at no cost to the instructors or the school) was molded by a photography student into stands for each mounted photo. Superimposed on the photograph was the slogan, "When is a photography class more than a photography class?" Statements answering the question followed.

Next, the instructors drafted a letter to the proprietors and managers of local photographic supply businesses, stating, "We're all in the same business, but we're not really competitors. We think we can develop a mutually beneficial relationship, with our photographic department providing the educational function that you as businessmen do not have the time to provide. And you as business people will supply the materials and equipment for our students." A few days after the letters were mailed, the instructors divided the list of businesses and set out to visit each one, taking a supply of brochures and one of the mounted photographs as a counter display.

The program had enrolled 625 students before the brochures and photographs were distributed in August, 1977. By the end of September, 1977, more than 1,000 registrations had been logged. At the beginning of the spring semester, 1978, a total of 1,000 registrations had again been made without further publicity efforts.

One of the minor disadvantages of printed material is that it often becomes outdated as class content, times, and locations change. If such data are to be included in flyers and brochures, less expensive paper and printing processes may be used in producing the minimum number needed.

Use of Newspapers

Not everyone subscribes to the local newspapers, which are most likely to carry news about adult education programs. And of those who do subscribe, not everyone will read every article in the newspaper. For this reason newspaper publicity should not be the only form of media publicity sought in adult education promotional efforts. The more diverse and innovative the promotional program is, the greater will be the opportunities for recruiting students from all segments of the community.

Use of Radio and Television

The prime drawback of radio and television public service announcements is that the time and frequency of the announcements cannot be known beforehand. Therefore, if you want regular radio public service announcements of an important upcoming event or a new class to be offered, you will need to keep a steady flow of announcements going to the radio stations. Ask the staff to listen for the announcements and report to you when they hear them.

Radio and television public service announcements have further disadvantages. For example, not everyone listens to the local radio station; however, radio is a medium that can be an important part of a publicity program. Public service announcements on television require planning and a good amount of lead time. The visual (usually a 35mm slide mounted in glass) must be prepared according to the specific requirements of the station. It must be submitted to the television station well in advance of the time of broadcast (at least three weeks in advance).

Another possible disadvantage of television public service announcements is that a suprisingly large number of people do not know that television stations give free time to nonprofit organizations. There may be people who want to know where a school gets the money to spend on television advertising. Be ready with an explanation of FCC regulations regarding broadcasting's public service responsibilities. Have ready the actual cost to produce the visuals, write the copy, and so on. It is advisable, too, to inform the adult school staff and district administrators that an advertisement will be appearing so that if calls come to them, they will have correct information.

Use of Personal Letters and Postcards

If personal letters and postcards are to be sent to clubs and organizations, students, businesses, chambers of commerce, and so on, the mailing lists must be kept current.

Bulk mailing should be used as frequently as possible to minimize postage costs. However, the letters must be prepared well in advance of the desired delivery date because of the low priority of bulk mail in the postal system.

Best Use of Each Type of Publicity

Long-range planning is the key to a successful public relations program that makes the maximum use of all types of publicity. A publicity planning meeting held at least once a year can contribute much toward achieving this goal. The adult education administrative staff, teacher representatives, representatives from school organizations, and so on may be included in the planning meeting during which a publicity schedule for the impending school year is drawn up on a calendar.

The following are some of the items that may be included on the calendar:

1. Presemester counseling hours, registration dates, beginning and ending semester dates, holidays
2. Annual events such as adult education open house; Cinco de Mayo celebration; arts and crafts exhibits and sales; home economics department fashion show and bake sales; Christmas boutique sales of student arts and crafts; the county fair; contests organized by students and teachers (auto mechanics troubleshooting contest; cosmetology hair styling contest); annual PTA joint meeting (This is an excellent opportunity to distribute brochures and flyers to PTA leaders and to make a short talk on adult education opportunities.)
3. Civic events such as an annual parade, city or chamber of commerce celebrations

   Note: Contacts for special dates include the chamber of commerce, city offices, the parks and recreation department, the school district public relations department, the office of the county superintendent of schools, shopping center management offices, civic groups, Jaycees, Lions, Rotary, and so on.

Undoubtedly, many other unexpected events during the school year will be added to the calendar. After these main events have been scheduled and the meeting has ended, the person in charge of publicity may chart a promotional plan that will allow ample lead time to prepare news releases and public service announcements, make speaking engagements, distribute announcement letters, schedule preliminary meetings, and prepare and print flyers. In addition, three or four weeks before the beginning of each semester, a meeting of the administrative staff and program coordinators should be called to discuss publicity needs for the next semester.

Another important factor in making full use of each type of publicity is having someone on the staff whose prime responsibility is to manage the public relations program. A combination of most of the types of publicity described previously is used in most adult schools. If the school is small, the work is usually done by individual instructors. In the small adult school, a lack of coordination and continuity often exists, giving the community a fragmented and inconsistent image of the school. Adult education administrators are usually so involved in the administration of the programs that they have little time to create and coordinate a public relations program.

Much can be accomplished by having a person (or persons) on the staff who has had the educational background and practical experience needed to make use of the publicity media available in the community.

A full-time public relations person on staff can produce good results:

1. A consistent and positive image can be created through the professional use of all forms of publicity.
2. The quality and quantity of publicity material produced can have a decided impact on average daily attendance.
3. More articles will appear in the newspaper because they will be written in good journalistic style and will be submitted in a format acceptable to the newspaper.
4. In the event of trouble on campus, an experienced public relations person can assume the responsibility of dealing with the media and the public.

Community Resources Used to Publicize and Promote Adult Education

In this section are presented examples of community resources that can be used to publicize and promote adult education:

Churches and Church Organizations

Most churches have bulletin boards somewhere in the church and publish bulletins that are mailed to the members. You may be able to obtain the cooperation of churches in publicizing classes through these media.

Women's church groups may be contacted with an offer to provide programs for meetings. Instructors may find these groups excellent recruiting grounds for such classes as quiltmaking, cooking, home decorative arts, breadmaking, art, stained glass, parent and child observation, preschool, academic subjects, Biblical archaeology, music, and home economics.

Chamber of Commerce

The chamber of commerce office should be contacted regularly for information on special events sponsored by the chamber. If the organization has a women's division, it should be presented an offer to provide programs for meetings.

Office of the County Superintendent of Schools

If the office of the county superintendent of schools has a public information department, it may provide additional ideas that can be incorporated into the adult education promotion and publicity program. If the office publishes a newsletter, the editor should be sent news releases on adult education activities.

Department of Parks and Recreation

In many communities the department of parks and recreation has worked cooperatively with adult schools in offering such classes as aquatic exercise, recreational leadership training, amateur officiating, and so on.

Business Community

Local businesses and adult schools have frequently combined assets for the training or retraining of employees. The adult school provides funding for the instructor, and the business provides the facility for training. Often, the business also provides a number of students for the course. When classes are held in private establishments, the classes must be open to the general public just as all other adult education classes are.

Community Organizations

Cooperative efforts among organizations in the community and adult education programs have allowed many organizations to continue when they would have likely failed because of lack of adequate leadership. For example, men's and women's barbershop groups and choral and theatrical groups have teamed with adult schools to obtain professional direction and to draw upon a larger pool of talent.

Social Services Agency; State Department of Employment Development

Regular contact should be made with the local social services agency and the State Department of Employment Development to assist in job placement for students and in promotional efforts. Each office should be kept well supplied with brochures, flyers, and current class schedules.

Medical and Dental Clinics and Hospitals

Medical and dental clinics and hospitals are excellent grounds for promoting such programs as preparing for parenthood (childbirth classes); dental assisting training; vocational nursing; respiratory therapy technician; operating room technician; dental technologist; nurse's aide; psychiatric technician; minor parents' programs; and so on.

Museums and Historical Parks

Almost every museum or historical park has persons more than willing to share their knowledge with the general public. They may be recruited as instructors of a local history course, or they may be asked to provide space in the museum to display flyers and brochures on the adult education programs available in the community.

Public Libraries and Museums

Public libraries and museums often provide wall space or display cabinets for use by schools or other nonprofit agencies. This would be an ideal showcase for such classes as photography, art, crafts, ceramics, leathercraft, jewelry making, calligraphy, woodcarving, and silkscreening.

High School Career Guidance Centers

Flyers, brochures, and current class schedules should be supplied to all high schools in the adult school area on a regular basis.

Municipal Courts

Many adult schools are offering driver improvement classes in cooperation with the judicial system. As part of their sentence, traffic offenders are required to attend six three-hour sessions during which the student's driving behavior, attitude, knowledge of traffic laws, and defensive driving skills are to be improved. An emphasis in these classes is placed on alcohol education.

Senior Citizen Centers; Convalescent Hospitals

Cooperative arrangements with senior citizen centers and convalescent hospitals have done much toward improving the attitudes and health of the students. Here again the adult school provides the funding for the instructor, who usually teaches at the center or hospital, and the center or hospital provides the students.

Innovative Ideas Used to Publicize Adult Education

This section contains examples of innovative ideas that have been used to publicize adult education.

An adult school in southern California is located near the Hollywood Park racetrack. Tim Thomas, public relations director and chairman of the Inglewood Adult School Advisory Committee, had the idea of combining the appeal of both the track and the adult school by printing posters with a close-up, head-on shot of racing horses. At the top was the slogan, "Now that you're out of school, don't get left behind." And at the bottom was printed, "Classes begin _____. Call the adult school. Special classes for senior citizens."

In New Jersey ten billboards were reserved as part of a student recruitment campaign by a community college. The brightly colored billboards read: "Soak Up More Than the Sun This Summer! Dozens of Courses at Gloucester County College." The cost was defrayed partly by the campaign budget but mostly by the billboard company as a public service.

In an attempt to increase enrollment in adult basic education programs, letters were sent to local businesses. Businessmen were asked: Are there persons in your employ or among your acquaintances who have not had an opportunity to complete high school? Do you know people whose poor reading skills are preventing them from progressing? If so, please help us by passing along this information about the adult education program and encourage participation. The letter was accompanied by flyers and brochures giving information on classes for those pursuing a high school diploma and those studying basic reading and English as a second language.[11]

An adult school located in a metropolitan area in California found that the placement of messages on electronic signs was a very effective means of promoting their classes. Several large savings and loan companies in their area allowed nonprofit agencies to use the electronic signs as a public service. The adult school frequently used this service.

Some adult schools advertised their classes by the use of placards on the outside of and inside of city buses. Other adult schools utilized advertising space on bus stop benches.

Patronage in the evening cosmetology program in an adult school was low. A flyer giving the day and evening hours of customer service was published. At the bottom was attached a coupon good for $1 off on any service during evening hours for a month. The flyers were distributed to other adult education instructors with a memo asking that a copy be given to students in their classes. Evening patronage increased significantly.

Teachers of home decorative arts in a southern California adult school obtained permission each semester to set up tables outside a large department store on the two weekends preceding the beginning of a new semester. On the tables the

[11] "Student Recruitment: Some Tips," *Administrators Swap Shop*, Vol. 17, No. 6 (April, 1977).

teachers placed all the items students would make during the semester. The teachers would not sell anything but did have an opportunity to meet and talk with prospective students who paused to look at the display.

An adult school obtained permission to use a window in a real estate office located in a shopping center. The structure had formerly been a shoe store and had a large display window. Displays of student-made arts, crafts, ceramics, stained glass, leathercraft, and so on were scheduled monthly.

Just before the beginning of a new semester, instructors distributed flyers on classes at swap meets or flea markets to promote their classes.

Postcards and letters were sent by academic instructors to students enrolled in the high school diploma program but not attending regularly.

Another adult school contacted large companies and offered to set up for employees classes in English as a second language, basic education, and high school diploma. Some companies supported the effort by offering cash awards to those who passed the final ESL test or completed the requirements for a high school diploma.

Public service announcements written in Spanish were sent to Spanish-language radio stations advertising such classes as English as a second language, basic education, and vocational training.

An adult school invited members of social service agencies, managers of convalescent homes, hospital administrators, and members of the police and probation departments to visit the adult school for a tour of the facilities. Each person was contacted by phone to set up an appointment for the tour.

Flyers were distributed to every elementary school child in a large district, together with a note to the teachers thanking them for their cooperation in distributing the packet of flyers.

Other Publications Available from the Department of Education

Publicizing Adult Education Programs is one of approximately 400 publications that are available from the California State Department of Education. Some of the more recent publications or those most widely used are the following:

An Assessment of the Writing Performance of California High School Seniors (1977)	$ 2.75
Bicycle Rules of the Road in California (1977)	1.50
California Private School Directory (1978)	5.00
California Public School Directory (1978)	11.00
California School Effectiveness Study (1977)	.85
California School Energy Concepts (1978)	.85
Computers for Learning (1977)	1.25
Directory of Private Postsecondary Institutions in California (1978)	1.50
Discussion Guide for the California School Improvement Program (1978)*	1.50
English Language Framework for California Public Schools (1976)	1.50
Establishing School Site Councils: California School Improvement Program (1977)*	1.50
Guidance Services in Adult Education (1978)	2.25 ~~.85~~
Guide for Multicultural Education: Content and Context (1977)	1.25
A Guide to Private Career Schools in California (brochure) (1978)	10 for 1.20
Handbook for Instruction on Aging (1978)	1.75
Handbook on Reporting and Using Test Results (1976)	8.50
Health Instruction Framework for California Public Schools (1978)	1.35
Industrial Education Safety Guide (1978)	2.00
Needs Assessment in Adult Education Programs (1978)	1.75 ~~.85~~
Parents Can Be Partners (1978)*	1.35
Partners in Education: Adult Education/ECE Through Parent Education (1976)	.85
Physical Education for Children Ages Four Through Nine (1978)	2.50
Planning Handbook (1978)*	1.50
Report of the Ad Hoc Committee on Integrated Educational Programs (1978)	2.60
RISE Report: Reform of Intermediate and Secondary Education (1975)*	.85
Social Sciences Education Framework for California Public Schools (1975)	1.10
Students' Rights and Responsibilities Handbook (1978)	1.50

Orders should be directed to:

California State Department of Education
P.O. Box 271
Sacramento, CA 95802

Remittance or purchase order must accompany order. Purchase orders without checks are accepted only from government agencies in California. Sales tax should be added to all orders from California purchasers (6 percent in most counties; 6½ percent in four Bay Area counties).

A complete list of publications available from the Department may be obtained by writing to the address listed above.

*Publication also available in Spanish at the same price as the English edition.

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